

**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**English: Dare to Scare**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Fiction and Non- Fiction Anthology unit**Reading:1. Analyse the themes and motifs of typical horror stories.
2. Identify how a writer creates a feeling of fear.
3. Analyse in detail how language can create atmosphere and build tension.
4. Use inference to explore characterisation.
5. Understand the use of irony.
6. Use inference and deduction to explore layers of meaning.
7. Comment on how writers use sentence structure, word choice and imagery to create impact and drama.
8. Compare the techniques used to create horror in extracts.

Writing:1. Explore a range of narrative structures.
2. How to introduce characters, develop use of imagery and create atmosphere effectively.
3. How to select & sequence ideas.
4. Explore appropriate tone and register.
5. Develop a range of sentence forms.
6. Create noun phrases to convey a chilling mood.
7. Experiment with choosing vocabulary and imagery to write contrasting horror descriptions in both a graphic and a psychological style.
 | **Inference:** <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1><https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>**Contrast:** <https://www.youtube.com/watch?v=k6mDzTOHtrQ>**Imagery, personification:** <https://www.bbc.co.uk/bitesize/articles/zhwfvk7>**Short sentences:** <https://www.youtube.com/watch?v=JF1MpKgXqhQ>**Structural features:** <https://www.bbc.co.uk/bitesize/guides/zq6vg82/revision/3>**Perspective:** <https://www.bbc.co.uk/bitesize/articles/z7wqmfr>**Creating atmosphere & setting:** <https://www.bbc.co.uk/bitesize/articles/zdg93j6>**Dialogue:** <https://www.bbc.co.uk/bitesize/articles/zrtq2sg>**Dialogue punctuation:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/e3819148-7560-4226-9f4f-17d35b4d1bb1/session>**Story structure & Climax:** <https://www.bbc.co.uk/bitesize/articles/zrv8wty>**Pace:** <https://www.youtube.com/watch?v=yWcgWhui1l0>**Symbolism:** <https://www.bbc.co.uk/programmes/p08cbb6q>**Synthesizing ideas & information:** <https://reading.ecb.org/student/synthesizing/index.html?login=carmen00180>**Comparing texts:** <https://www.bbc.co.uk/bitesize/articles/znmpscw>**Narrative structures:** <https://www.bbc.co.uk/bitesize/articles/zxgy6g8>**Sensory description:** <https://www.bbc.co.uk/bitesize/articles/zd4kwty> **Introduce characters:** <https://www.bbc.co.uk/bitesize/articles/zsgv6g8>**Varied sentence openings:**<https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3>**Range of sentences:** <https://www.englishclub.com/writing/sentence-variety.htm>**The website of Darren Shan, the popular writer of teen horror, includes extracts from his own works:** <https://www.darrenshan.com>/ | **Kerboodle - Ignite 3:** Unit 1 ‘Dare to Scare’**CGP Key Stage Three English – Complete Revision & Practice:**Section 7 – Analysing Fiction & Non-Fiction pages 87- 107**Oxford AQA KS3 English Language Year 9 – Preparing for Paper 1 & Paper 2****CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work Book****CGP Key Stage Three English – The Work Book****CGP Key Stage Three English- The Study Guide** |
| **Additional Resources:**Seneca Learning online learning platform; BBC Bitesize website, Young Writers online website; Jumpmag website (etymology for children); Kerboodle online learning platform – English Ignite 3; CGP Key Stage Three Spelling, Punctuation & Grammar – The Workbook (includes answers); CGP Key Stage Three English – The Study Guide. |



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**Year 9**

 **Maths**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** | **Pearson Book Link** |
| **Graphs**1. Draw a graph from its equation, without working out points.
2. Write the equation of a line parallel to another line.
3. Compare graph lines using their equations.
4. Draw graphs with equations in the form 𝑎𝑥+ 𝑏𝑦 = 𝑐.
5. Rearrange equations of graphs into the form 𝑦 = 𝑚𝑥 + 𝑐.
6. Solve simultaneous equations by drawing graphs.
7. Solve problems using simultaneous equations.
8. Draw graphs with quadratic equations in the form 𝑦 = 𝑥2.
9. Interpret graphs of quadratic functions.
10. Draw and interpret graphs showing inverse proportion.
11. Draw and interpret non-linear graphs.
 | Hegarty Maths Clips:208, 209214210208209218219251252342N | KS3 CGP textbook pages:Unit 12.2 page 143Unit 12.2 page 145Unit 12.2 page 145Unit 12.2 page 144Unit 12.2 page 145Unit 12.4 page 149Unit 12.4 page 152Unit 12.1 page 138Unit 12.1 page 140NUnit 12.1 page 154 | KS3 Pearson Progress in Mathematics book 3:Unit 8.1 page 188-190Unit 8.2 page 191Unit 8.2 page 192Unit 8.2 page 192Unit 8.3 page 193Unit 8.3 page 194-195Unit 8.4 page 196-197Unit 8.4 page 198Unit 8.5 page 199Unit 8.5 page 200 |
|  **Number Work**1. Multiplication and division with decimals.
2. Approximation of calculations.
3. Multiples, factors, prime numbers, powers and roots.
4. Prime factors, LCM and HCF, Venn Diagrams.
5. Solving real-life problems.
 | Hegarty Maths Clips:48, 49, 50130, 13127, 28, 3330, 32, 3536, 51 |  CGP Higher textbook pagesUnit 1.2 page 4Unit 2.1 page 12Unit 1.2 page 5Unit 1.4 page 9Unit 1.4 page 5 | KS3 Pearson Progress in Mathematics book 1:Unit 4.4 page 97Unit 2.7 page 43Unit 2.2 page 29Unit 2.5 page 38 |
| **Additional Resources:**CGP – Mathematics for Key Stage Three Book Three (Product code: M3NN31)KS3 Revision - <https://www.bbc.co.uk/bitesize/subjects/zqhs34j><https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/> |

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**Year 9**

**Science**

**Science**



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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Biology – Adaptations, interdependence, and competition.* Why interdependence is important in maintaining a stable community.
* How to sample a population of an organism using quadrats and transects.
* How organisms are adapted to their environments or to be a successful predator / prey.
* How competition affects populations.
 | Kerboodle Digital bookBiology for combined sciencePg206 to pg223Seneca learning – Combined Science Biology: AQA GCSE – 7.1 CommunitiesGCSE POD – Combined Science 4.7.1 Adaptations, interdependence and competition  | Collins AQA Combined Science trilogy revision guide pg74-75CGP – GCSE Combined Science Exam practice – Foundation pg69 to pg71CGP – GCSE Combined Science Exam practice – Higher pg78 to pg80 |
| Chemistry – Crude oil and chemical analysis* The properties of parts of crude oil based on the length of hydrocarbon chain.
* How crude oil is separated.
* How and why we use cracking.
* How we use chemical analysis tools to identify chemical substances.
 | Kerboodle Digital bookChemistry for combined sciencePg128 to pg147Seneca learning – Combined Science Chemistry: AQA GCSE – 7 organic chemistry and 8 – chemical analysisGCSE POD – Combined Science 5.7 organic chemistry and 5.8 chemical analysis | Collins AQA Combined Science trilogy revision guide pg136 to pg141CGP – GCSE Combined Science Exam practice – Foundation pg129 to pg136CGP – GCSE Combined Science Exam practice – Higher pg 153 to pg 161 |
| Physics – Molecules and Matter* How to calculate density using appropriate scientific methods and calculations.
* How atoms are stored in different states and how changes of state occur including calculations related to energy changes.
* A range of motion graphs and complete calculations using a range of motion equations.
 | Kerboodle Digital bookPhysics for combined sciencePg70- to pg83 and p112-121Seneca learning – Combined Science Physics: AQA GCSE – 3 the particle model and 5.1 the basics of motionGCSE POD – Combined Science 6.3 particle model of matter and 6.5.4 forces and motion | Collins AQA Combined Science trilogy revision guide pg162-165 and p210-211CGP – GCSE Combined Science Exam practice – Foundation pg173 to pg176 and p188 – pg190CGP – GCSE Combined Science Exam practice – Higher pg 204 to pg211 and p220-223 |
| **Additional Resources:**<https://www.bbc.co.uk/bitesize/> <https://www.thenational.academy/> <https://www.freesciencelessons.co.uk/> Density practical <https://www.youtube.com/watch?v=lvqu6JAbaKc&safe=active> Quadrats practical <https://www.youtube.com/watch?v=RhMOCxXcDrQ&safe=active> |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**French**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| **Free time –** You will talk about what you do in your free time and why you do certain activities. You will learn how to say what you did previously using the past tense. **Music** – You will recognise a range of music genres and give your opinions on them. You will learn how to say when and where you listen to music and you will compare today’s music with early music genres. **TV** – You will recognise different types of TV programmes and be able to give your opinions on them.    **Cinema** – You will discuss your film preferences and identify a range of film types. You will develop your understanding of the past tense which will enable you to write a review about a film you have seen recently.  | **Free time**<https://www.bbc.co.uk/bitesize/guides/zx849j6/revision/1> <https://www.bbc.co.uk/bitesize/guides/zx849j6/revision/2> <https://www.bbc.co.uk/bitesize/guides/zcshpv4/revision/1>**Music**<https://quizlet.com/53567638/music-genres-french-flash-cards/><https://quizlet.com/95363899/french-music-adjectives-flash-cards/><https://www.bbc.co.uk/bitesize/guides/zhhvd6f/video>**TV**<https://www.bbc.co.uk/bitesize/guides/zhhvd6f/revision/5> <https://quizlet.com/92202015/french-tv-shows-french-flash-cards/><https://quizlet.com/132811761/adjectives-to-describe-tv-programmes-french-flash-cards/>**Cinema**<https://quizlet.com/gb/209407903/french-films-flash-cards/> <https://quizlet.com/141924000/french-film-review-describing-films-flash-cards/> | Work pack available upon request from the MFL Office.  |
| **Additional Resources:*** CGP KS3 French Study Guide and CGP KS3 Workbook with answers.
* Power Points on Music, Cinema and TV available upon request from the MFL Office.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**German**



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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| **Free time –** You will talk about what you do in your free time and why you do certain activities. You will learn how to say what you did previously using the past tense. **Music** – You will recognise a range of music genres and give your opinions on them. You will learn how to say when and where you listen to music and you will compare today’s music with early music genres. **TV** – You will recognise different types of TV programmes and be able to give your opinions on them.    **Cinema** – You will discuss your film preferences and identify a range of film types. You will develop your understanding of the past tense which will enable you to write a review about a film you have seen recently.  | **Free time**<https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/1><https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/3>[https://www.bbc.co.uk/bitesize/guides/zg7vrdm/revision/3https://quizlet.com/ie/203122754/german-free-time-activities-flash-cards/](https://www.bbc.co.uk/bitesize/guides/zg7vrdm/revision/3https%3A//quizlet.com/ie/203122754/german-free-time-activities-flash-cards/)**Music**<https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/3><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/4><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/5><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/7><https://quizlet.com/104434186/german-musikarten-types-of-music-flash-cards/>**TV**<https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/2><https://quizlet.com/210901263/types-of-tv-shows-german-flash-cards/><https://quizlet.com/190742316/german-tv-show-adjectives-flash-cards/>**Cinema**<https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/8><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/1> | Work pack available upon request from the MFL Office.  |
| **Additional Resources:*** CGP German KS3 Study Guide and CGP German Workbook with answers.
* Power Points on Music, Cinema and TV available upon request from the MFL Office.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Spanish**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| **Free time** – You willtalk about what you do in your free time and why you do certain activities. You will learn how to say what you did previously using the past tense. **Music** –You will to recognise a range of music genres and give your opinions on them. You will learn how to say when and where you listen to music and you will compare today’s music with early music genres. **TV** – You will to recognise different types of TV programmes and be able to give your opinions on them.    **Cinema** – You will to discuss your film preferences and identify a range of film types. You will develop your understanding of the past tense which will enable you to write a review about a film you have seen recently.  | **Free time**<https://www.bbc.co.uk/bitesize/guides/z6n6382/revision/1><https://www.bbc.co.uk/bitesize/clips/z3ks34j><https://www.thestudentroom.co.uk/g/revision-tests/spanish-hobbies>**Music**<https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/3><https://quizlet.com/245032840/spanish-music-types-flash-cards/><https://quizlet.com/27794140/spanish-adjectives-to-describe-music-vgr-flash-cards/>**TV**<https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1><https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/2><https://quizlet.com/18681746/spanish-types-of-tv-show-flash-cards/>**Cinema**<https://quizlet.com/97994639/spanish-types-of-films-flash-cards/><https://quizlet.com/87337889/spanish-film-review-vocabulary-flash-cards/> | Work pack available upon request from the MFL Office.  |
| **Additional Resources:*** Power Points on Music, Cinema and TV available upon request from the MFL Office.
* CGP KS3 Spanish Study Guide and CGP KS3 Spanish workbook with answers.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **System Architecture**

Fetch Decode Execute – know the main stages and be able to explain each stage in the cycle.Embedded systems – identify what an embedded system is and be able to give examples.* 1. **Memory**

The need for primary storage – understand what primary storage is.The difference between **RAM** and **ROM** – be able to define RAM and ROM.The purpose of ROM in a computer system – understand the role of ROM in a computer system.The purpose of RAM in a computer system - understand the role of RAM in a computer system.**2.1 Algorithms** Flowcharts – how to read and follow a flowchart and how to create an algorithm using a flowchart. Pseudocode – how to read and follow pseudocode and how to create an algorithm using pseudocode. | Office 365<https://www.office.com/?auth=2>Year 9 > Content Library > Unit 11.1 Resources1.2 ResourcesUnit 22.1 ResourcesMake use of the Content Library to help support your learning and access my lesson presentations.<https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html> | Pearsons OCR GCSE Computer Science Revision Guide1.1Pearsons P.4 – P.61.2Pearsons P.7 – P.82.1Pearsons P.39 – P.50 |
| **Additional Resources:*** N/a
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**Year 9**

**ICT: Unit R082 - Creating Digital Graphics**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| Different design principles and where best used regarding digital graphics.What are client requirements/briefs? How to interpret requirements/ briefs.Target audiences and their needs. Workplans-What they are? Why have they been used?What are Visualisation Diagrams? Why are they used?  | GCSEPOD>ICT Section-List of topics available just click on the most relevant and suitable topic in hand.Office365>Teams>Select your group- All resources and activities are on here. Select the relevant topic being taught.[www.hoddereducation.co.uk/Cambridge](http://www.hoddereducation.co.uk/Cambridge) Nationals/OCR for more information.<http://www.bluesquarething.co.uk/imedia/r082/82lo1files/dgpurpose.pdf>Digital graphics<https://www.theschoolrun.com/what-are-hardware-software-and-operating-systems-> Hardware and Software | **My revision notes Cambridge nationals Creative Imedia L1/L2 Pre-production skills and creating digital graphics by Kevin Wells- To read the information and complete the tasks that follow:**1. Page 9/46
2. Page 12/47
3. Page 10-11/47
4. Page 3/48
 |
| **Additional Resources:*** GCSE Bitesize ICT-Pick the relevant topics.
* TeachICT>ICT-Pick the relevant topics.
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**Year 9**

**Geography: NEE Urban Challenges**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| * To analyse the global pattern of urban change.
* To compare urban trends in different parts of the world including HICs and LICs.
* Identify and explain different types of migration and the reasons for migration.
* Be able to describe and explain why Rio is an important megacity.
* Understand the reasons for the growth of Rio.
* To know how cities can create both opportunities and challenges for the people who live there
* To understand the opportunities in a NEE city (Rio).
* To understand the challenges faced in a NEE city (Rio).
* Investigate how urban planning can improve the lives of the urban poor.
* To understand how a city can become sustainable.
 | <https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/1>Revision website for urban trends and urban growth.<https://members.gcsepod.com/shared/podcasts/title/11541/71023>3 GCSE pods on urban trends.<https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/2>Revision website for LIC/NEE urban challenges<https://www.bbc.co.uk/bitesize/guides/zw6pwxs/revision/5>Revision website for opportunities and challenges in an NEE<http://coolgeography.co.uk/GCSE/Year%2010/ManagingHuman/Rio/rio_de_janeiro.htm>Case study website for Rio, which covers opportunities, challenges and how to improve lives for the urban poor. | GCSE Geography AQA (Blue book pages 148-163)Page 148/149 – Urban worldPage150/151 – MegacitiesPage 152/153 – RioPage 154/155/156/157 – Challenges in RioPage 158/159 and 162/163 – Improving Rio (opportunities) |
| **Additional resources:** The following website <https://www.internetgeography.net/> is excellent as a general revision resource that you can use. There are quizzes on every section of the course you study.  Seneca learning is a fantastic resource for you to use for revision. Assignments and revision tasks will be set throughout the year. To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the code edh9t2jrgy to join. * Revision books - Megacities, green book page 67​
* What is urban change? - green book page 67​
* Migration - purple book page 90, green book page 67
* Why do cities grow? - green book page 68/69
* Rio opportunities - purple book page 74
* Rio challenges - purple book page 67
* Improving favelas - purple book page 77​
* Favela Bairo - green book page 67/74 and purple book page 77​
* What is sustainability? - purple book page 84​
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**Year 9**

**History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Health during the Renaissance*** To explain what the Renaissance was and how it challenged medical thinking.
* To evaluate the impacts of Andreas Vesalius, Ambroise Pare and William Harvey.
* To explain the traditional and new methods of preventing disease.
* To compare hospitals from the 1700s to the Medieval times.
* To explain Hunter’s contribution to surgery.
* To explain how Jenner made his medical breakthrough.
* To make links between the Renaissance and Medieval periods.
 | *An introduction to the Renaissance*<http://www.bbc.co.uk/education/clips/zmftfg8>*Short video on key figure - Vesalius*<https://www.youtube.com/watch?v=dpi0Z6fcHms>*Short video on key figure - Pare*<https://www.youtube.com/watch?v=C0q7EpxXagg>*Short video on key figure - Harvey*<https://www.youtube.com/watch?v=7NOU4McjtXs>*Treatment of Disease*<https://www.youtube.com/watch?v=9L9CBr_wIeg><https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time>*An excellent BBC clip about how John Hunter shocked but changed surgery*<http://www.bbc.co.uk/education/clips/zcrhn39>*A somewhat simplistic look at vaccination and Edward Jenner*[*http://www.bbc.co.uk/programmes/p015gmdn*](http://www.bbc.co.uk/programmes/p015gmdn) | Work pack of tasks available from the Humanities Office upon request.**Revision Guide**Hodder AQA GCSE History My Revision NotesPages 124 - 126**Workbook**Hodder AQA GCSE Workbook “Health and the People”Pages 11 - 19 |



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**Year 9**

**RE**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| To be able to explain contrasting beliefs on corporal punishment, death penalty and forgiveness with reference to Christianity and one or more other religious traditions:**Religion, crime and the causes of crime** • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime, including: * poverty and upbringing
* mental illness and addiction
* greed and hate
* opposition to an unjust law.

• Views about people who break the law for these reasons. • Views about different types of crime, including hate crimes, theft and murder.**Religion and punishment** • The aims of punishment, including:  Retribution, deterrence and reformation. • The treatment of criminals, including: * Prison, corporal punishment, community service, Forgiveness,

 the death penalty, ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.  | <https://members.gcsepod.com/shared/podcasts/title/7270/47040> Crime and punishment Pod<https://classroom.thenational.academy/units/crime-and-punishment-b900><https://www.bbc.co.uk/bitesize/guides/zvs3d2p/revision/1>*Quizlet* <https://quizlet.com/c-bowman/folders/theme-e?x=1xqt&i=34lhhi> | Pearson revision guide pages pg 100-114AQA Religious studies A Christianity (Chapter 7 religion, crime and punishment)AQA Religious studies A Islam (Chapter 7 religion, crime and punishment) |
| **Additional Resources**: * Seneca learning - To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the class code xnp8lqbwzf
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**iD**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| To understand what religious clothing is.To reflect on the significance of religious clothing. To reflect on the importance of women within religion.To evaluate the value of meditation.To understand the significance of Saints. To reflect on who could be a Saint. To consider the importance of holy buildings.To evaluate if they are necessary. | <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-b-is-for-burkas-religious-clothing/zkgv47h> <https://www.youtube.com/watch?v=meZLctPgV88><https://www.youtube.com/watch?v=7B0kcat32kU><https://www.youtube.com/watch?v=DclppILcDcg><https://www.channel4.com/news/niqab-hijab-burqa-muslim-veil-headdress-birmingham><https://www.youtube.com/watch?v=PNdwFftpndM><https://www.youtube.com/watch?v=yj2Ns7QECTk><http://www.bbc.co.uk/programmes/articles/3lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs><https://www.youtube.com/watch?v=BUtgJARRY-w><https://www.youtube.com/watch?v=9Ye5xqNO05Q><http://www.bbc.co.uk/programmes/articles/3lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs><https://www.bbc.co.uk/education/clips/z64tfg8><https://www.youtube.com/results?search_query=meditation><https://www.youtube.com/watch?v=b-eCwiM-JXw><https://www.youtube.com/watch?v=1lVCWdL38-Q&autoplay=1&list=PL58g24NgWPIzvBk2IQVES_xC4WTm6-CDI><https://www.youtube.com/watch?v=4Lye4zRBm-0&autoplay=1&list=PL58g24NgWPIzvBk2IQVES_xC4WTm6-CDI><https://youtu.be/WGgArwAT3eU><https://www.dailymail.co.uk/travel/travel_news/article-3703354/From-underground-chapels-futuristic-cathedrals-quirkiest-churches-world-visit.html><https://www.youtube.com/watch?v=DtMeGKAsUCw> | Master packs available upon request from the Humanities Office. |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Business Studies**

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| **You will learn** | **Online Resources** | **Teaching Resources** **Links** |
| 1. Identifying and understanding customer needs:

What customer needs are (price, quality, choice, convenience)The importance of identifying and understanding customers (generating sales, business survival)1. The purpose of market research:

To identify and understand customer needs, identify gaps in the market, reduce risk, inform business decisions1. Methods of market research:

Primary research (survey, questionnaire, focus group, observation)Secondary research (internet, market reports, government reports)1. The use of data in market research:

Qualitative and quantitative data, the role of social media in collecting market research data, the importance of the reliability of market research data. 1. How businesses use market segmentation to target customers:

Identifying market segments (location, demographics, lifestyle, income, age), market mapping to identify a gap in the market and the competition.1. Understanding the competitive environment:

Strengths and weaknesses of competitors based on price, location, product range and customer service, the impact of competition on business decision making.1. Create revision poster/document/mind map on the work above.
 | *Pearson Active learn teach online resources:* <https://www.pearsonactivelearn.com/> *Pages 30 - 35**Page 36* *Pages 37 – 49**Pages 37 – 49**Pages 50 - 53**Pages 54 - 57* | *Pearson Edexcel GCSE (9-1) Business textbook:**Pages 30 – 35**Page 36**Pages 37 – 49**Pages 37 – 49**Pages 50 - 53**Pages 54 - 57**Pearson student revision guides and workbooks:*Pages 6 – 14 |
| **Additional Resources:*** [www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business
* <https://www.bbc.co.uk/bitesize/topics/z46j8xs> - GCSE Edexcel Business: BBC bitesize
* <https://www.gcsepod.com> – GCSE Edexcel Business Videos
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Art and Design (Fine Art): Natural Forms**



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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * Take and save photos of flowers and natural forms.
* Draw in pen and pencil flowers from life.
* Use chalk and oil pastels to produce colour work and close ups from own photos.
* Edit photos to be used with watercolours to produce pieces.
 | <http://www.henry-moore.org/collections><https://www.impressions-gallery.com/><https://www.bl.uk/learning><https://www.britishmuseum.org/collection><https://www.nationalgallery.org.uk/paintings/search-the-collection><https://sculpture.uk.com/><https://www.southbankcentre.co.uk/whats-on/art-exhibitions0> | Master pack available on request from Art Office.  |
|  Additional Resources* [*www.tate.org.uk*](http://www.tate.org.uk)
* [*www.craftscouncil.org.uk*](https://www.craftscouncil.org.uk/)
* [*www.textileartist.org*](https://www.textileartist.org/)
* [*www.vam.ac.uk*](https://www.vam.ac.uk/collections)
* [*www.theartstory.org*](https://www.theartstory.org/artists/)
* [*www.thestudentartguide.co.uk*](http://www.thestudentartguide.co.uk)
* [*www.bbc.*co.uk/*bitesize*](http://www.bbc.co.uk/bitesize)
* [www.pinterest.com](http://www.pinterest.com)
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**Half Termly Overview 2/11/20 – 18/12/20**

**Year 9**

**Drama**



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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Developing a piece of Devised work from a stimulus (30% of GCSE)* How to identify an appropriate stimulus and record information.
* How to research and cite sources.
* How to mind map.
* Work effectively as a group.
* The implication of using design to communicate meaning.
* Consider potential ideas for performance from a stimulus.
* Consideration of appropriate techniques to enhance meaning for an audience.
* Understand how to write about the Social, Historical and Cultural context of the stimulus in relation to your performance.
* Rehearse and perform for an audience of your peers.
 | Online Resources will be found on Satchel One. This will include* A copy of the stimulus from the exam board “The Devil’s Footprints”
* You will be using this stimulus to plan out a performance this is called your Initial Response and is required by the exam board.
* Create a mind map of ideas that you could use to create a performance.
* Research and cite sources about the stimulus
* Think of three potential ideas for performance
* Note techniques you would like to include stating why this particular technique is effective.
* Research what was happening at the time the incident recorded in the stimulus, this called the historical context.
 | PowerPoint and work pack available from the Art’s Office upon request.Stimulus from the exam board |
| **Additional Resources:*** N/A
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**Half Termly Overview 2/11/20 – 18/12/20**

**Year 9**

**Music**

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| **You will learn:** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Rhythm**In this unit of work, you will learn all about rhythm in music. You will begin by exploring beat vs rhythm before moving on to look at how rhythms are notated. You will then go on to apply your knowledge when performing and composing rhythms.**Learning Objectives:** * To distinguish between beat and rhythm.
* To recognise note values and their associated rests.
* To apply knowledge of rhythmic notation to composition.
* To perform music accurately using rhythmic notation.

**Unit of Work: Melody**In this unit of work, you will explore why some tunes get stuck in your head. You will explore the notes of the treble clef and begin to compose your own melodies and notate them using computer software. **Learning Objectives:** * To recognise the notes of the treble clef.
* To understand what a melody is.
* To compose a melody.
* To perform a melody.
* To describe a melody when listening.

**Unit of Work: Performance**In this unit of work, you will continue to focus on an instrument of your choice. You will choose a piece of music to perform and work to produce an accurate and fluent performance. By the end of the term you will perform a piece of music to the rest of their class.**Learning Objectives:*** To perform music with accuracy.
* To perform music with a good fluency and appropriate tempo.
* To perform music considering the elements of music.
 | **UC Music Department YouTube Channel**https://bit.ly/2FEtouh**Focus on Sound**unity-college.musicfirst.co.ukSchool ID: unity-college (app only)Username: Same as your college computer log in, e.g. JSmith19Password: Unity123 (capital U)**Sheet Music Direct Website**Email: music@unity.lancs.sch.ukPassword: Music123**Songsterr**Email: music@unity.lancs.sch.ukPassword: Music123 | **Student Workbooks**You are encouraged to take your music folder home so that if you are forced to self-isolate you have your folder to help you.  |
| **Additional Resources:** www.bbc.co.uk/bitesize |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**GCSE Design and Technology: Core Technical Principles theory**

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| **You will learn** | **Online resources** | **Teaching resources/Links** |
| **2nd Nov – Modern Materials:*** Recognise a range of modern materials. Describe developments through the invention of new or improved processes involving modern materials and how they can be used to alter functionality.

**9th Nov – Systems approach, inputs, processes and outputs:*** Understand the difference between analogue and digital signals and how microcontrollers are programmed.
* Understand the use of buzzers, speakers and lamps to provide functionality to products and processes.

**16th Nov – Mechanical devices:*** Be able to recognise and identify a range of movements of mechanical devices to produce linear, rotary, reciprocating and oscillating movements, including levers, linkages and rotary systems.

**23rd Nov – Material categories, paper, card and board:*** Know the primary sources of materials for producing papers and boards, recognise and characterise different types of papers and boards and how the physical and working properties affect their performance.

**30th Nov – Natural and manufactured timber:*** Know the primary sources of materials for producing natural and manufactured timbers, recognise and characterise different types. Understand how the physical properties affect their performance.

**7th Dec – Metals and alloys:** * Know the primary sources of materials for producing metals and alloys recognise and characterise different types of metals and alloys and how the physical and working properties affect their performance

**14th Dec – Polymers:*** Know the primary sources of materials for producing polymers, recognise and characterise different types of polymers and how the physical and working properties of a range of thermoforming and thermosetting polymers.
 | *The following resources are available online if you sign in to 365 via the school VLE and access the year 9 Technology Teams Group:*2nd Nov – L3 **Modern Materials** power point and worksheet.9th Nov – L7 – **Electronic systems** and processes power point and worksheet. 16th Nov– L8 – **Mechanical** devices power point and worksheet 23rd Nov – T1 **Papers and boards** power point and worksheet. 30th Nov – T2 – **Timber power** point and worksheet. 7th Dec – AQA **metals and alloys** power point and worksheet. 14th Dec – AQA **polymers** power point and worksheet.  | ***A paper work pack is available from the Design and Technology Faculty clerk or reprographics.*** ***In addition, you can use the Blue CGP revision Guide.******AQA GCSE Design and Technology page references:*** 2nd Nov – Modern Materials *Page: 33*9th Nov – Electronic systems and processes: *Page: 25,26,27*16th Nov – Mechanical device: *Page: 28-31*23rd Nov – Papers and boards: *Page: 16, 44.* 30th Nov – Timber: *Page: 17, 44*7th Dec – Metals and alloys *Page: 15, 18, 33, 45*14th Dec – Polymers: *Page: 19, 45* |
| **Additional online resources or extra reading:*** [www.technology](http://www.technology)students.com- smart and modern materials / www.technologystudent.com – inputs, processes and outputs / [www.technologystudent.com](http://www.technologystudent.com) – mechanical devices
* wwwtechnologystudent.com – paper, card and board / [www.technology](http://www.technology) student.com - Natural and manufactured timber / [www.technologystudent.com](http://www.technologystudent.com) - Metals and alloys
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Food Preparation & Nutrition**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| You will learn:* Functional and scientific properties of the ingredients in pastry.
* To recognise keywords and define them.
* To understand the function of flour, fat, salt, liquid and eggs in relation to pastry making.
* To be able to make different pastry products such as profiteroles, fruit tartlet and savoury plait.
 | [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood%E2%80%AF)(from page 160)[*www.bbcteach.co.uk*](http://www.bbcteach.co.uk/)*Design & Technology/ Food Technology/ Food Preparation & Nutrition – class clips* *www.foodafactoflife.co.uk* 14-16yrs section – use the dropdown menu to find functions of ingredients[*https://royalrussell.planetestream.com*](https://royalrussell.planetestream.com/)*(use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC)* | [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood%E2%80%AF)(from page 160)[*https://royalrussell.planetestream.com*](https://royalrussell.planetestream.com/)*(use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC)**Power points relating to the module on Pastry incorporating eggs.*Work pack available upon request from the Tech Office. |
| **Additional Resources:*** AQA past questions on pastry products.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources /Links** |
| * To know how to factor in exercise at home.
* To know how to carry out your own exercise session at home using minimal equipment.
* Plan and carry out your own exercise sessions at home.
 | <https://www.youtube.com/user/thebodycoach1>Joe Wicks 30 minute PE lesson for everyone to have a go at – Fitness and fun<https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw> Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm <https://www.youthsporttrust.org/pe-home-learning>PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.<https://www.youthsporttrust.org/60-second-physical-activity-challenges>A fun ‘compete against yourself’ approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos. <https://www.youthsporttrust.org/active-learning>Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for too long and making the learning fun e.g. timetable squats. <https://burnleyleisure.co.uk/category/news/home-workouts/> | Unity College 5 day Fitness Challenge available upon request from the PE Office. |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 9**

**Vocational Sport**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| **Extrinsic Factors (Single lesson each week)*** To test knowledge of ‘Responding to Injuries’ (practice exam questions).
* To know the five extrinsic factors (SEECA) which can influence the risk of injury.
* To be able to identify the three different areas of **safety hazards** and describe how each area can influence injury.
* To be able to identify the three different areas of **equipment** and describe how each area can influence injury.
* To be able to identify the three different areas of **environment** and describe how each area can influence injury.
* To be able to identify the three different areas of **coaching/supervision** and describe how each area can influence injury.
* To be able to identify different **types of activity/sports** and categorise them into contact and non-contact.

**Coursework on Office 365 – Log onto TEAMS (Double lesson each week)****Principles of Training – Learning Outcome 2**To be able to explain how training methods target different fitness components by explaining:* the difference between aerobic and anaerobic exercise.
* the different components of fitness (strength, power, agility, balance, flexibility, muscular endurance and cardiovascular endurance).
* the specific training methods for fitness components. (cardiovascular training (continuous, interval and fartlek training), resistance training (resistance machines, free weights and circuit training), power training (interval training, plyometrics and repetition and acceleration sprint training), flexibility training (static, active, dynamic), agility training (agility ladders and agility hurdles), balance training (balance board and exercise ball) and targeting training methods in combination.
 | *The Everlearner**(*[*www.theeverlearner.com*](http://www.theeverlearner.com)*)**Videos to watch on Acute and Chronic Injuries plus complete the online Assessment on this topic.* | Test 2: Responding to InjuriesCambridge National Level ½ Sport Science Revision GuidePage 7 - 12Cambridge National Level ½ Sport Science Text book by Hodder EducationPage 2 - 8Sports Science Reducing the risk of Injuries – Mind map bookPages 1Cambridge National Level ½ Sport Science Revision GuidePage 38 – 57Principles of Training Coursework Outline |
| **Additional Resources:*** Coursework Unit: Links to power points - Located on Office 365 Individual class teams/ files/ class materials / principles of Training
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